JACK O'CONNELL
State Superintendent of Public Instruction

CALIFORNIA DEPARTMENT OF EDUCATION

1430 N Street

P.O. Box 944272

Sacramento, CA

94244-2720

March 24, 2003

To: Project Directors and Principals Operating
     Alternative Education Outreach Consultant Programs

From: Karen Lowrey, Administrator
       Counseling and Student Support Office

Subject: **Alternative Education Outreach Consultant Program Application**

Attached are the instructions and competitive application forms for the SB 65 Alternative Education Outreach Consultant (AEOC) Program grant for fiscal year 2003-2004.

This program must respond to the same accountability criteria as all state programs. Funding for the 2003-2004 school year will go to the programs that best meet the AEOC criteria and demonstrate the greatest improvement in student performance. The best applications will include specific student performance data that demonstrate the strength of the AEOC program.

The Counseling and Student Support Office must receive this application and accompanying support documents **no later than 5:00 p.m. on June 28, 2003,** for your district to be eligible for this funding. Postmarked applications that arrive after June 28, 2003 will not be accepted. Mail the application to:

> **Margarita Garcia, Consultant**
> **California Department of Education**
> **Counseling and Student Support Office**
> **660 J Street, Suite 400**
> **Sacramento, CA 95814**

Please note that funding for this program is contingent on the State budget for fiscal year 2003-2004.

Should you need additional assistance, please call Margarita Garcia at (916) 323-5029.

Attachment
KL: mg

TABLE OF CONTENTS OF APPLICATION

FORMS

2002-2003 END-OF-YEAR REPORT AND ATTACHMENT

2003-2004 Application Checklist

(Do not include this page with your application.)

Submit the application in a bound folder or a 3-ring binder.

Limit the application to 8 ½ x 11 inch pages, with one-inch margins. For narrative pages, please use typed, double-spaced lines and a 12-point font. Pages must be clearly numbered. Applications that are difficult to read or do not follow in correct sequence are difficult for the reader to evaluate, and may lose points as a result.

Project directors of Alternative Education Outreach Consultant programs must submit the items listed below as their application for fiscal year 2003-2004. All items, except the 2002-2003 expenditure report (which is due July 31, 2003), **must be received by the Counseling and Student Support Office no later than 5:00 p.m. on June 28, 2003**. Applications received after that date will not be considered for funding.

☐ **Cover Page.**

☐ **School Board Plan Approval and Assurance Statement.** The local school board must review, approve, and sign the School Board Plan Approval and Assurance Statement. Attach a signed copy of the assurance statement to the application submitted by your program.

☐ **2003-2004 Proposed Program Budget.** Use this form to report the proposed budget for the 2003-2004 fiscal year.

☐ **2003-2004 Personnel List.** Use this form to report changes of personnel at your school. Include telephone numbers, fax numbers, and e-mail addresses.

☐ **2003-2004 School Site Council Assurance Statement** (optional). In the future, each AEOC program may need to have a School Site Council (SSC) to be able to receive the funds. Programs should begin to develop a SSC to prepare for this possibility. Whether or not this becomes a requirement, a site council will provide invaluable support to the program. The composition of the School Site Council is a required item in any school using school-based coordinated funding and must comply with the composition specified on this form.

☐ **End-of-the-Year Report.** Submit the End-of-Year Report, including narratives, in the sequence identified on the Table of Contents of Application page. Although your school is asked to respond to all elements in the application, it is not necessary to use the maximum pages allowed. The page numbers should correspond to the numbers listed on the Table of Contents of Application and in the instructions.

2003-2004 Application Checklist (cont)

☐ **2002-2003 Expenditure Report (Form CDE-101-A).** Final expenditures are not known until the end of the fiscal year. For this reason, schools may submit final expenditures for 2002-2003 after the June 30 due date of the AEOC application. Each district must **submit the expenditure form (CDE-101-A)** provided in this application to report 2002-2003 program expenditures **no later than July 31, 2003**. Clearly indicate both the dollar amount of the indirect cost and the indirect rate used by the school district. Award letters for 2003-2004 year funding cannot be sent to your school district until this form his been received by the Counseling and Student Support Office.

☐ **Stamped, Self-Addressed Postcard.** Attach a stamped, self-addressed postcard to the first page of the application. The Counseling and Student Support Office will date-stamp the postcard and return it to your school as notification that we received your application.

Please retain a copy of the completed application at your school.

Alternative Education
Outreach Consultant Program
FY 2003-2004

FORMS

Cover Page
Alternative Education
Outreach Consultant
Program
Application

FY 2003-2004

_____

School District

_____

AEOC Program Name

School Board Plan Approval and Assurance Statement

The signature of the Board of Trustees/School Board President or designee verifies that the Board has reviewed and approved the 2003-2004 Alternative Education Outreach Consultant Program plan of the school listed below. **The school district accepts liability for the return of funds used for purposes other than those identified in this application.**

_____
Name of School District

_____
Name and Title of School Board President/Designee

_____
Signature of School Board President/Designee

_____
Date of Action

_____
Name of the School Where the Outreach Consultant Program is Located

_____
School Address

_____
Grade Level(s)

2003-2004 Proposed Program Budget

_____
Name of School

CLASSIFICATION	2003-2004
1000 Certificated Outreach Consultant (ORC) Salary	
2000 Classified ORC Salary	
3000 Employee Benefits	
Personnel Services Contract for the ORC	
4000 Books and Supplies for the personal library of the ORC (cannot exceed $1,000)	
5000 Services and Other Operating Expenditures ORC staff development/conferences ORC mileage (job-related)	
Indirect Cost District Indirect Rate_____%	

Total Grant   **$48,000**

Alternative Education Outreach Consultant funds are to be used to hire and support an outreach consultant position. **These funds shall not be used for capital outlay or other school expenses**.

*In an AEOC program without a school site council, the principal or district fiscal officer may sign this budget.

   Printed or typed name of the 2002-2003 SSC Chairperson*	Parent/Staff Position
   Signature of the 2002-2003 SSC Chairperson*	Date

2003-2004 Personnel List

School District		
Superintendent		
District Address	City	Zip
Telephone	Fax	

District Business Manager/Grants Officer		
District Address	City	Zip
Telephone	Fax	
E-Mail Address		

AEOC District Coordinator		
District Address	City	Zip
Telephone	Fax	
E-Mail Address		

School or Program Housing the AEOC	County District School Code	
School Principal or Program Director	Title	
Outreach Consultant		
Address	City	Zip
Telephone	Fax	
E-Mail Address		

☐ Check this box if the AEOC outreach consultant is new to the program.

☐ Check this box if the site principal or director is new to the AEOC program.

2003-2004 School Site Council Assurance Statement
(This is an optional item for the 2003-2004 AEOC Application)

4

School	Date
District	County District School Code
School Principal	Telephone ( )

<div align="center">

Composition of the School Site Council

</div>

A School Site Council (SSC) is composed equally of school staff and parents/students. Members of the SSC are elected by their peers (teachers, classified employees, parents, and students). School staff membership must include a majority of classroom teachers and at least one staff person who is neither the principal nor a teacher. The parent membership at an elementary school must equal the total number of school staff. At middle and high schools, students must comprise half of the parent and student membership. A community member may take the place of a parent if chosen by parents of students currently attending the school.

Alternative schools may take advantage of a 'small school' provision in the *Education Code* that allows for School Site Councils at schools when there are three or fewer teachers.

Type or print the full name and current position each individual holds in the 2002-2003 SSC.

Principal	Parent
Teacher	Parent
Teacher	Parent
Teacher	Student
Teacher	Student
Other	Student

I attest that we, the above, have reviewed and approved the AEOC plan, proposed budget, and role description of the outreach consultant position for 2003-2004 by a majority vote. We were the duly elected School Site Council of our school in 2002-2003.

Printed Name of the 2002-2003 SSC Chairperson	SSC Position (e.g., parent, teacher)
Signature of 2002-2003 SSC Chairperson	Date

Alternative Education
Outreach Consultant Program
FY 2003-2004

2002-2003 END-OF-YEAR REPORT AND

ATTACHMENT

Section II: 2002-2003 Program Information and Outcome Data

School	School District
Address	County
City State Zip	County District School Code
Telephone	Name of School Principal
Name of Outreach Consultant	District Contact

Education Code section 54734 requires the California Department of Education (CDE) to perform program quality reviews for those schools implementing the Alternative Education Outreach Consultant Program. This reporting form is part of the review and funding process for schools that are receiving funding in the 2003-2004 program year.

Data Collection. The Alternative Education Outreach Consultant (AEOC) requires that you report student data relating to the success of your program.

A. AEOC Program Location Information:

1. The principal has been at the school for _____ years and has attended _____ Dropout Prevention Conferences.

2. The AEOC program operates at (please check):

	Adult School		Continuation School		Independent Study Center
	Community Day School		Other (describe)		

B. Funding:

1. The AEOC program is funded _____ completely _____ partially by the AEOC grant.

2. The supplemental amount provided to the AEOC program is: $_____.

3. What supplemental funding sources, if any, support the AEOC program at your site?

C. Enrollment: Enter the total number of students enrolled at your school during:

2000-2001_____   2001-2002_____   2002-2003_____

D. Ethnicity: Enter the *percentage* of students in each of the following groups at your school or program site in school year 2002-2003:

_____% African American   _____% Hispanic or Latino

_____% American Indian/Alaskan Native   _____% Pacific Islander

_____% Asian   _____% White (not of

_____% Filipino   Hispanic origin)

E. **Caseload:** Enter the total number of students provided services by the ORC for the following years:

2000-2001_____   2001-2002_____   2002-2003_____

F. **Attendance:** Enter the actual in-seat attendance percentage figure for your school that is routinely reported to your district for the month, averaged for the total school year for the last three school years:

2000-2001_____%   2001-2002_____%   2002-2003_____%

On a separate page **(page 7a)** please report in narrative form:

1. What student attendance outcomes or results did the school plan in 2002-2003?
2. Did the school achieve those attendance outcomes? If not, identify the remedies planned.
3. Explain how parents, mentors, and others were used to help with attendance support.

G. **Student Behavior:** Report the cumulative number of days of suspensions and expulsions the school assigned for the last three years.

Fiscal Year	Days In-School Suspensions	Days Regular Suspensions	Students Expelled
2000-2001			
2001-2002			
2002-2003			

On separate pages **(page 8a and 8b)** please report in narrative form:

1. What were your student behavior goals for 2002-2003? Were they achieved?
2. Summarize the positive efforts made to reduce student conflict and increase school safety.
3. If the school did not meet its student behavior or school safety goals, what solutions are planned?
4. Explain how parents, mentors, and other staff contributed to the school's effort to provide increased positive behavior support.

H. Transiency: Enter the number of students who entered or exited school without completing the total school year in 2000-2001, 2001-2002, and 2002-2003. Use a consistent measure aligned to your school calendar.

2000-2001 _____   2001-2002 _____   2002-2003 _____

I. Outreach Consultant (ORC) Information

Male _____   Female _____   One Person _____   Two Persons _____

Years in ORC position at current school ____   ORC salary and benefits _____

High School Diploma		M.A./M.S./M.S.W.		Classified	
A.A. Degree		Ph.D./Ed.D.		Credentialed	
B.A./B.S. Degree		DPS Certificate		Contract person	

The ORC has completed formal Dropout Prevention Specialist training **yes** _____ **no** _____

Number of Dropout Prevention Conferences attended by the ORC ____

Section III: Resiliency Strategies and Developmental Assets

The following resiliency-creating strategies and services and the developmental assets **(page 12)** that result are critical character builders for students in at-risk circumstances. Please review the resiliency strategies listed below, and the resulting developmental assets listed on page 12. In a three-page narrative **(pages 12a, 12b, and 12c)**, identify how resiliency strategies were supported at your school. Please describe only those programs for which you have quantitative measures of success. Indicate at the end of each strategy listed which developmental asset was strengthened using quantitative evidence of success to validate your claim. You may use a student case study (see format below) to exemplify how effective a particular resiliency strategy was for that child.

The Case Study Format:
- Identify a student and indicate the obstacles the school wished to address.
- Mention which strategy you employed and cite which developmental asset(s) **(page 12)** was strengthened.
- Document any attendance, behavior, or academic improvement for this student with the relevant resiliency-creating strategy that developed or enhanced this student's developmental assets.

Resiliency Strategies

1. Pro-Social Bonding

   a. Increase bonds of 'connectedness' between family members, between school and students, and between students and other positive, pro-social bonding groups or activities.
   b. Have staff recast themselves as nurturers and work to build positive relationships with students.
   c. Develop before-, after-, and in-school activities for students.
   d. Have the principal structure the workday to promote meaningful and positive interactions among staff.
   e. Create positive bonds with families through the use of a variety of strategies that link school and home. Recognition programs and student award programs are examples of such approaches.
   f. Make the physical environment of the school warm, positive, and inviting.

2. Life Skills

   a. Build the knowledge base for resiliency skills, such as refusal skills, assertiveness, healthy conflict resolution, decision-making, stress management, making friends, and interviewing for a job. Consistently teach the qualities of a good employee to students in a format that emphasizes role-playing and relevance to 'real life' situations.
   b. Stress cooperative learning strategies (i.e., learning that focuses on both social skills and academic outcomes).

Section III: Resiliency Strategies and Developmental Assets (cont.)

    c. Emphasize cooperation among staff members. They can brainstorm ways to support the need for ongoing skill development for effective organizational functioning and teaching.

    d. Offer staff development opportunities on effective organizational change and encourage participation based on self-identified needs for skill development.

3. Clear, Consistent Boundaries

    a. Establish a clear, firm policy, addressing student behaviors and consistently enforce it.

    b. Implement an early identification and intervention process for students who need help (e.g., through the student success team).

    c. Clearly communicate and enforce boundaries and expectations for school staff. This process includes providing information on school policies, organizational rules, and parent support groups for holding family meetings and creating family rules. The school should foster an ongoing discussion of norms, rules, goals, and expectations for staff and students.

    d. Encourage staff to model behavioral expectations developed for students and themselves.

    e. Offer staff development on policy and procedural issues and effective classroom management.

4. Care and Support

    a. Provide many types of incentives, recognitions, and rewards for students.

    b. Employ structures and programs such as counseling, support groups, home teachers, advisors and homerooms.

    c. Put many types of incentives, recognition, and rewards in place for staff, parents, and community supporters.

    d. Implement a reward system for the staff that provides recognition for individual risk-taking and achievement. Support a climate of kindness and encouragement for those willing to take risks to help students.

    e. Ensure that all children experience caring and support through school programs, such as mentorships and community support groups, that provide unconditional caring, listening, and encouragement.

    f. Organize programs so that students identified in at-risk situations have regular contact with at least one caring adult at the school.

5. High Expectations

    a. Communicate clearly and frequently the belief that all students can succeed and provide them with high expectations for success.

    b. Ensure through policy and practice that little or no student labeling or tracking, either formal or informal, takes place in the school.

    c. Communicate the belief that all staff must be supportive of the school effort and that they can be successful.

d. Encourage increased understanding of each staff member's contribution through job sharing, teaming, and other activities.

Section III: Resiliency Strategies and Developmental Assets (cont.)

e. Provide growth plans with clear outcomes, regular reviews, and supportive feedback.
f. Create a pervasive attitude of 'can do' throughout the school as high standards are internalized.

6. Opportunities for Meaningful Participation

a. Establish student programs that emphasize service to other students, the school, and the community.
b. Involve students and staff meaningfully in school decision-making, including decisions about governance and school policy.
c. Define staff roles to include organization-wide responsibilities.
d. View every person in the school community (students, parents, staff) as resources, rather than as a problem or an object.
e. Encourage and reward staff and students who probe assumptions to do what really matters and take risks.
f. Involve each student in some positive school program, such as cross-age tutoring, a support group, a club, or an organization.
g. Foster service learning, community service programs, or both.

Section III: Resiliency Strategies and Developmental Assets (Cont.)

Developmental Assets

Developmental Assets are the consequences of effective resiliency-creating strategies and services. When children develop resiliency to some adversity in their life, it will manifest itself as a specific developmental asset. The goal of building resiliency in students is to produce one or more of the following assets. Research has shown that the following assets are strong indicators of healthy and resilient students. Schools that institutionalize resiliency strategies to foster these assets have the greatest chance of impacting the lives of students at high risk of failing.

External Assets

Support
1. Family support
2. Positive family communication
3. Other adult relationships
4. Caring neighborhood
5. Caring school climate
6. Parent involvement in schooling
7. Community values youth
8. Youth as resources
9. Service to others
10. Safety

Boundaries and Expectations
11. Family boundaries
12. School boundaries
13. Neighborhood boundaries
14. Adult role models
15. Positive peer influence
16. High expectations
17. Creative activities
18. Youth programs
19. Religious community
20. Time at home

Internal Assets

Commitment to Learning
21. Achievement motivation
22. School engagement
23. Homework
24. Bonding to school
25. Reading for pleasure
26. Caring

Positive Values
27. Equality and social justice
28. Integrity
29. Honesty
30. Responsibility
31. Restraint

Social Competencies
32. Planning and decision-making
33. Interpersonal competence
34. Cultural competence
35. Resistance skills

Positive Identity
36. Personal power
37. Self-esteem
38. Sense of purpose
39. Positive view of personal future
40. Peaceful conflict resolution

For further explanation of the *Forty Developmental Assets* you may contact **Search Institute**, 700 S. Third Street, Suite 210, Minneapolis, MN 55415 (800) 888-7828; web site ***www.search-institute.org/***.

Section IV: Alternative Education Outreach Consultant Program Description

Using three separate typed and double-spaced pages or less **(pages 13a, 13b, and 13c)**, provide a narrative description that includes the seven program elements listed below to explain the AEOC program implemented at your site during the 2002-2003 school year. Identify how the AEOC program objectives were met. Include any obstacles the program experienced in meeting those objectives.

1. How is the state funding for the AEOC program used at this site? What other local or district matching funds are used to support this position? What other outside funding comes to the school or site because of the AEOC funds?

2. How does the AEOC program use the person designated as an 'outreach consultant?' What services does this person provide for students, families, and the school?

3. List the numbers of students in each age range (based on age at the date of program entry) served by the outreach consultant at that site during 2002-2003. This number should match the caseload information listed on page 7.

10-14		15-16		17-18		19-20	
21-25		26-30		Over 30			

4. How many students were 'recovered' (i.e., had not attended any school for 45 days prior to beginning attendance at the site with the AEOC position)?

5. How many of those recovered students were still in attendance by the end of the school year or the date of completion of this application?

6. How many of the recovered students graduated, returned to a comprehensive high school, a continuation high school, or received the GED or CHSPE certificate?

Total Number of Recovered Students	Graduated with a High School Diploma	Received GED Certificate and Left School	Received CHSPE and Left High School	Returned to a Comprehensive High School	Returned to a Continuation High School

7. Previous applications have asked AEOC programs to identify major quantifiable student outcomes to be achieved in the coming school year. (Example: "All recovered students will attend 75 percent of the remaining school days." or "All students at the AEOC site will achieve a career or work goal in the 2001-2002 school year."). Identify one program goal for the 2002-2003 school year that focuses on student attendance, behavior, and achievement. Describe how that goal was selected and how success will be measured.

Section V: Alternative Education Outreach Consultant Learning Findings

All schools are required to test their students on the STAR test used throughout California. This section requires alternative programs and/or schools to determine what percentage of selected populations are meeting the district's grade level standards.

On two double-spaced pages or less **(pages 14a, 14b)**, respond to the following questions:

1. How is your program or school relating your curriculum to local or state grade level standards?
2. What other methods or assessment measures are you using to validate your learning findings for students in alternative learning environments?
3. How do you relate these learning findings to local, state, or national standards?
4. How does your school provide an appropriate curriculum that meets the University of California entry requirements for academically advanced students?
5. How will your school provide the full curriculum required to prepare students to succeed on the California High School Exit Examination to be taken by all 10th grade students in 2003?

Section VI. Effective Curriculum, Teen-Parenting, and Quality Programs

1. Using two double-spaced pages or less **(14c, 14d)**, please describe any particularly effective curriculum, innovative programs or services at your site that have improved the attendance, attitude, and achievement of alternative education students. Cite specific examples and evidence of student success in quantitative terms whenever possible. Use specific student performance data whenever possible to demonstrate the strength of the programs you describe.

2. Please indicate if your program provides educational outreach, childcare, or other services to pregnant and parenting teens.

3. What recovery strategies or programs does your site use to return students who have dropped out of school to regular attendance? How many students have been returned to some school site through the efforts of the outreach consultant?

Model Program Concurrent Session Proposal

(Optional Submission)

The Counseling and Student Support Office showcases model programs at the annual California Dropout Prevention Conference as the Model Program Repository. If you have a successful program you wish included in this repository, please complete the following questions:

1. Program Title:

2. Program Subject Area (e.g., gang reduction, resiliency, etc.):

3. Is your program or strategy 'transportable,' i.e., is it workable at other schools? If so, please share a written description of it for the AEOC Model Program Repository. Use an additional page to further describe the program at the end of this application.

4. What measurable evidence do you have of the success of this program or strategy?

5. Program Manager or Contact Person _____

    Address _____

    City_____ State _____ Zip _____

    Telephone (_____)_____ Fax Number (_____)_____

    E-mail Address: _____

Please complete this application and mail to:

> **Margarita Garcia, Consultant**
> **Alternative Education Outreach Consultant Program**
> **California Department of Education**
> **Counseling and Student Support Office**
> **660 J Street, Suite 400**
> **Sacramento, CA 95814**

Alternative Education
Outreach Consultant Program
FY 2003-2004

2002-2003 EXPENDITURE REPORT

(Submit by July 31, 2003).

EXPENDITURE REPORT FOR FISCAL YEAR 2002-2003
DUE JULY 31, 2003

District Name: _____ School Name: _____

ALTERNATIVE EDUCATION OUTREACH CONSULTANT PROGRAM

Account No.	Classification	2002-2003 Grant
	Certificated Personnel Salaries (Outreach Consultant only)	
1900	Other Certificated Salaries	
	Other (please specify)	
	Other (please specify)	
	Classified Personnel Salaries (Outreach Consultant only)	
2900	Other Certificated Salaries	
	Other (please specify)	
	Other (please specify)	
	Employee Benefits (Outreach Consultant only)	
3100	State Teachers' Retirement System	
3200	Public Employees' Retirement System	
3300	Old Age, Survivors Disability, and Health Insurance	
3400	Health and Welfare	
3500	Unemployment Insurance	
3600	Workers' Compensation Insurance	
	FICA	
	Other (please specify)	
	Personal Library of the Outreach Consultant (Books & Supplies)	
4200	Other Books	
4500	Other Supplies	
	Services and Other Operating Expenditures	
5100	Contracts for Personal Services of Consultants	
5200	Travel and Conference (not to exceed $1000)	
5300	Dues and Memberships	
5800	Services and Operating Expenditures (specify)	
	Mileage (intra-district travel)	
Indirect Costs indicate district rate _____% as reported on the J-380 Program Cost Allocation Form.		
	TOTAL EXPENDITURES	
	2002-2003 GRANT AWARD	
	AMOUNT UNEXPENDED	

CERTIFICATION: I certify that I am the duly appointed representative of the above named agency and that, to the best of my knowledge, the above report is correct and expenditures are in accordance with Chapter 12 (commencing with Section 52890) of Part 28 of the *Education Code*, notwithstanding the schedule set forth in Section 54723 of the *Education Code*.

Name and Position of Person Completing this Report	Telephone *(include area code)* ( )
Signature	Date

CDE-101-A

16